DOCUMENT RESUME

ED 245 763 JC 840 385

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TITLE Faculty Commitment to Administrative Priorities.
PUB DATE 27 Apr 84
NOTE 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Administration; *College Faculty; Community Colleges; *Faculty College Relationship; *Organizational Objectives; *Teacher Attitudes; *Teacher Participation; Two Year Colleges

ABSTRACT

A study was conducted to examine the influence of administrative actions on levels of faculty commitment to administratively defined priorities. Previous research conducted in a large, urban, multi-campus community college district revealed four district goals: serving new clientele, strengthening developmental education, retaining students, and preparing students for entry-level jobs or improving job skills. In addition, seven administrative actions directed toward goal achievement were identified: planning, staff development programs, reorganization, reassigning staff, hiring new staff, evaluation, and resource allocation. A 62-item questionnaire, the Attitude Toward District Priority Inventory, was completed by 34% of the faculty members in the district (N=235), revealing their attitudes toward the four district goals, their perceptions of the administrative actions, and their self-reported participation in organizational activities. Study findings included the following: (1) faculty members who demonstrated the highest commitment to any of the four goals were involved in organizational activities and attended district staff development activities; (2) for three of the four goals (i.e., commitment to serving new clientele, developmental education, and occupational education), committed faculty members were more likely to be female than male; and (3) faculty members committed to developmental education, student retention, and occupational education perceived progress toward achieving these goals in the district. (HB)

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ED245763

# FACULTY COMMITMENT TO ADMINISTRATIVE PRIORITIES

Paper Presented at
1984 AERA Annual Meeting
New Orleans, LA.

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Session Title 49.22
Power & Leadership in
Higher Education

Critique, Division J
April 27, 1984

## Abstract

The purpose of this study was to examine the influence of administrative actions on levels of faculty commitment to administratively defined priorities. Following a three year field study of a multi-campus community college district, a survey of 235 faculty on five campuses produced data on levels of commitment to four priorities of six different administrative actions. Hierarchical and stepwise regression analysis within a theoretical model of commitment resulted in models that explained from 23 to 29% of the variance for the four objectives. Implications for researchers and for administrators are provided.

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

# FACULTY COMMITMENT TO ADMINISTRATIVE PRIORITIES

The degree of member commitment to an organization has a direct bearing on achievement of organizational goals (Barnard, 1938; Buchanan, 1974; Morris & Steers, 1980; Mowday, Porter & Steers, 1982). Since committed members require less supervision and are less likely to accept other positions, turnover rates and the associated costs of managing and directing are all reduced (Steers & Porter, 1979). Even more significantly, member commitment results in a fusion of individual and organizational goals causing the member to act in the interest of the organization just as he would in his own interests (Buchanan, 1974; Hall, Schneider, & Nygren, 1970; Kanter, 1968, March & Simon, 1958; McGregor, 1960, Simon, 1957; Steers & Porter, 1979). Mot research on organizational commitment focuses on commitment to the organization as a whole rather than to specifically defined goals or to what are perceived to be the organization's goal priorities. This distinction between forms of commitment to the organization is important because it suggests that when commitment to the goals of an organization is the organizational attachment mode, then a change in these goals may result in commitment fluctuations or loss of members through resignation or withdrawal (Hirschman, 1970; Hage, 1980).

Present understanding of commitment to organizations and the variables contributing to commitment levels of employees has evolved from research in business and industrial setting (Aranya & Jacobson, 1975; Becker, Sobowale & Cobbey, 1979; Buchanan, 1974; Hall & Nougaum, 1968; Ritzer & Trice, 1969; Sheldon, 1971; and Steers, 1977), volunteer and governmental organizations (Hrebiniak, 1974; Lee, 1971; Lodahl & Kejner, 1965; and Stevens, Beyer & Trice, 1978), and communal settings (Kanter, 1968). Little research on faculty commitment either to educational organizations or to administratively defined goal priorities has been conducted in institutions of higher education. The significance of focusing on commitment to specific goals versus broad organizational commitment in educational settings becomes clear when the evolution of a large segment of post secondary educational institutions, the community college, is viewed. During the past two decades, urban community colleges have extended access to student populations whose characteristics differ in significant ways from those of the traditional college student. The nature of these differences and their implications for institutional practices have been widely discussed (Cross, 1971; Carnegie Council on Policy Studies in Higher Education, 1979). Decisions mady by administrators to refocus and broaden the mission of the community college to serve this new student population have resulted in organizational changes, revisions of organizational goals, and ultimately changes in educational programs. Such administrative decisions are implemented by faculty through teaching and classroom activity. Faculty commitment to these new institutional missions and goal priorities is essential because the quality of implementation depends upon the extent to which faculty perceive these priorities as appropriate and are willing to exert effort toward their attainment.

## Review of the Literature

Review of organizational commitment research findings reveals several variables related to this phenomena. Although many of these findings are inconclusive, committed employees tend to be older (Aranya & Jacobson, 1975; Becker, Sobowale, & Cobbey, 1979; Lee, 1971; Sheldon, 1971), are less well educated (Alutto, Hrebiniak, & Alonse, 1973; Becker, Sobowale, & Cobbey, 1979; rusky, 1966; Koch & Steers, 1978; Morris & Steers, 1980; Ritzer & Trice, 1969; Stevens, Beyer, & Trice, 1978; and Morris & Sherman, 1981), married and female (Hrebiniak & Alutto, 1972) and have longer tenure than their fellow employees (Buchanan, 1974; Grusky, 1966, Hall & Nougaim, 1968; Hall & Schneider, 1972; Hall, Schneider, & Nygren, 1970; Hrebiniak & Alutto, 1972; Lee, 1971; Pfeffer & Lawler, 1980, Sheldon, 1971; Stevens, Beyer, & Trice, 1978).

Social interaction with peers within the organization has been shown to affect positively an employee's level of commitment (Buchanan, 1975; Steers, 1977) as have contacts with managers and supervisors (Lee, 1971). Another variable, administrative action or behavior, has been suggested as influencing the development of commitment to the organization (Hage, 1980). Administrative behavior toward subordinates, particularly the quality of interpersonal interactions, has been shown to promote positive work experiences, socialization into the work role, and development of identification with and commitment to the organization (Hage, 1980; Katz & Kahn, 1978; Morris & Sherman, 1981).

Although no research was found that examined the relationship between organizational commitment and administrative action to promote goal achievement, such as evaluating, planning and hiring new staff, such actions also may influence the development of employee commitment. Finally, variations in commitment to an organization might also be related to differences in levels of commitment to specific goals of the organization since one of the key influences on a person's commitment and identification with the organization is the extent to which one personally values the organization's goals (Hall, 1976; Hall, Schneider, & Nygren, 1970; Hall & Schneider, 1972; March & Simon, 1958).

This study investigated the relationship between faculty perceptions of administrative actions designed to facilitate achievement of goal priorities and faculty levels of commitment to four district goals. Of interest was whether or not correlates with organizational commitment found in previous studies were similarly related to the commitment to specific goals in an educational setting.

## Theoretical Framework

A literature review on the topic of organizational commitments reveals little consensus on the meaning of the term (Mowday, Porter, & Steers, 1982). Not only is the concept of commitment variously associated with other

organizational behavioral concepts such as institutionalization (Parsons, 1962), job involvement (McGregor, 1960; Lodahl & Kejner, 1965), organizational identification (Brown, 1979; Hall, Schneider, & Nygren, 1970) organizational attachment (Steers & Porter, 1979), organizational loyalty (Kanter, 1968), and job satisfaction (Homans, 1961; Cummings & Berger, 1961) but the variety of approaches to defining the concept of commitment reflects the multiplicity of disciplines involved in commitment research (Stevens, Beyer, & Trice, 1978; Steers & Porter, 1979). The concept of commitment employed in this study reflects an attitudinal approach and includes an identification with, acceptance of, and strong belief in the organizational goals and values as well as willingness to exert effort on behalf of organizational goals (Mowday, Porter, & Steers, 1982). Commitment to goals is defined in the present study as attitudes toward specific priorities as measured by a commitment index developed from five questions on the Attitude Toward District Priority Inventory (ADPI). The assumption was the commitment existed when the identify of the person was linked to the organization, or when the goals of both the organization and the individual were integrated and congruent.

The theoretical framework guiding the study was based on Steers and Porter's model of organization commitment (Mowday, Porter, & Steers, 1982). In this model four sets of variables are hypothesized antecedents of organizational commitment. the present study focused on three of the four variable sets, personal characteristics, job characteristics, and work experience. This modified model (Figure 1) provided a framework for investigating the relationship between commitment to each goal and personal charactistics (age, gender, and education), job characteristic (tenure), and characteristics of the work experience (organizational involvement and administrative actions).

Background of the Study

The study was a secondary analysis using data from a National Institute of Education Literacy Research Project (LRP) conducted in an urban multicampus community college district (Richardson, Martens, Fisk, Okun, & Thomas, 1982). The purpose of the NIE research was to study literacy in a community college district using a holistic, multimethod, multidisciplinary approach. Analysis of field notes from interview, pariticpant observations and document reviews illuminated four administratively defined goal priorities. These four district goals were:

1. Serving New Clientele: attracting new students and responding to their needs,
2. Developmental Education: strengthening basic skills for underprepared students,
3. Student Retention: keeping students in school, and
4. Occupational Education: Preparing students for entry level jobs or improving skills for those already employed.

In addition, findings from the NIE study established seven administrative actions directed toward goal achievement: planning, staff development programs,

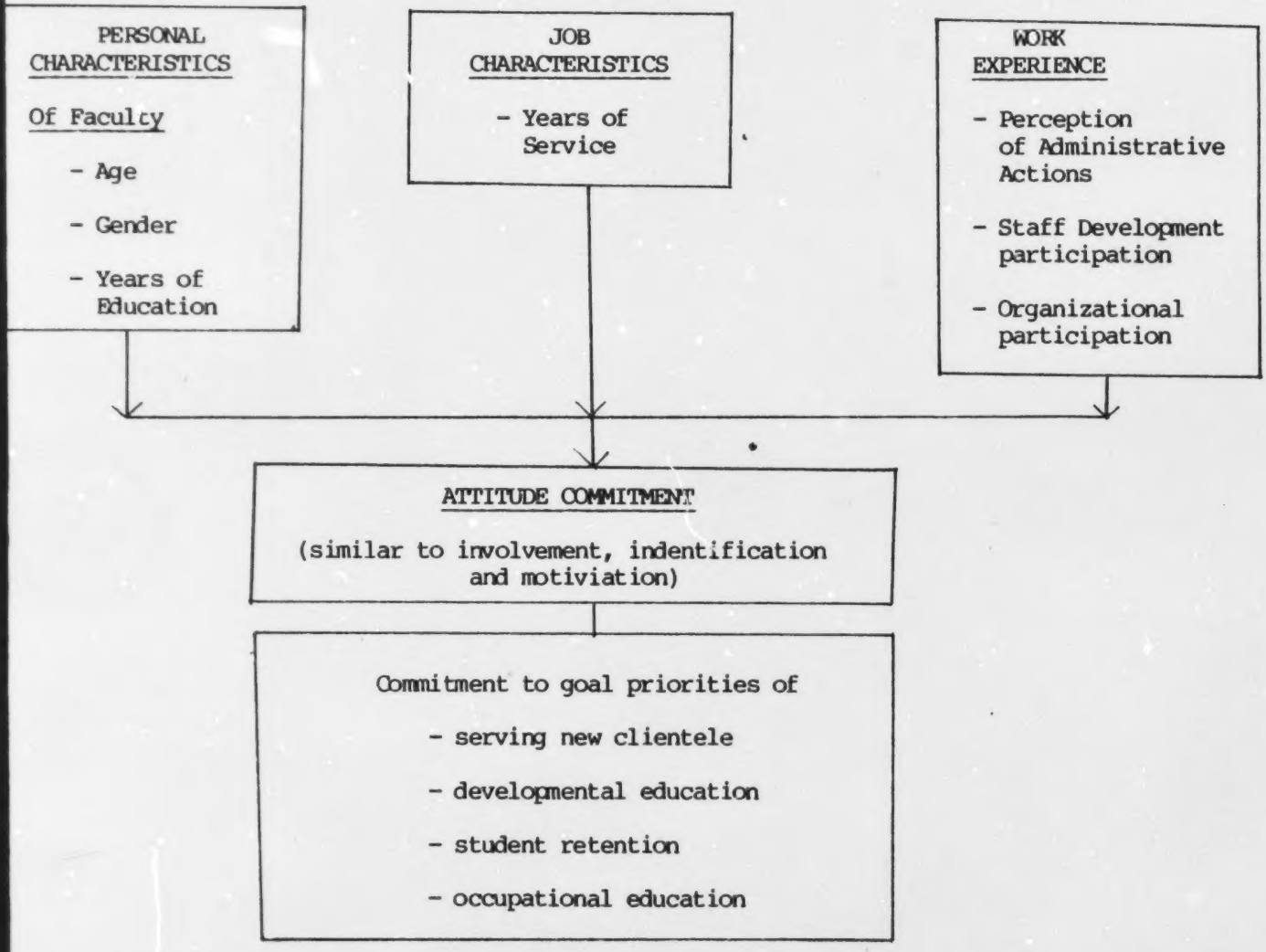


Figure 1 Model of Faculty commitment to goal priorities.

reorganization, reassigning staff, hiring new staff, evaluating, and resource allocation. Both the four identified goals and the seven administrative actions were incorporated into the survey instrument, the Attitude Toward District Priority Inventory (ADPI).

## The Sample

The sample included 235 full-time faculty members (34 percent) who responded to the survey distributed to all full-time faculty members in the district. An analysis of differences between respondents and non-respondents revealed an over-representation of faculty members from one of the five campuses and an under-representation from another. Women were over-represented. The high staff development attendance rate for responding faculty suggested the sample was biased in the direction of more strongly committee faculty.

## Data Collection

Data were collected from two sources: the ADPI and official district records. Demographic data fro age, tenure, education level, gender, were obtained from computerized district records. Information on participation in district planned staff development activities over the past three years, available from district staff development attendance records, provided the data for the staff development attendance variable.

## The Attitude Toward District Priorities Inventory

The survey instrument used in this study, the Attitude Toward District Priority Inventory (ADPI) was a sixty-two item questionnaire designed by the LRP researchers to collect data in three area: (1) attitudes toward the four district goals, (2) perceptions of seven administrative actions implemented to facilitate achievement of each goals, and (3) self-reported information about participation in organizational activities (see Appendix A).

The questionnaire was designed to collect discrete responses to the same thirteen statements for each of the four goals of serving new clientele, developmental education, student retention, and occupational education. Items on the ADPI reflecting attitude orientations toward each goal and administrative actions directed toward achievement of the goals are listed in Table 1. The response format for the statements was a five point Likert scale with the following response options: strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1). Nine scores were developed for each of the goals. The seven scores, corresponding to the seven administrative actions, were scaled from 1 for no perception of action to 5 for action perceived. A single score was obtained for perceived progress toward goal achievement. To measure the relative strength of each individual's commitment to each of the four goals, a commitment index was computed by summing the responses to statements 1, 2, 4, 5, and 8 (see Table 1) of the ADPI for a particular goal

and dividing by five. The result yielded four separate scores for each respondent ranging from a low of one or absence of commitment to a high of five or the maximum level of commitment.

The second part of the ADPI consisted of ten items designed to measure participation in organizational activities. The respondents were requested to check if they had participated in any of ten items which included participation in district or college standing committees or task forces, or participation in district or college sponsored seminars, workshops, conferences, or training sessions. A score for participation in organizational activities was calculated by adding the yes responses for a positive range of zero to ten.

Validity of the ADPI was examined in several ways. The data analysis procedures adopted by the LRP researchers assured appropriate identification of both the goals and the administrative actions thus promoting content validity for the instrument. This was further confirmed by reviewing the instrument with district and college administrators who confirmed the relevance of both the goals and actions. Finally, responses from the fifty-two items reflecting attitudes toward priorities and perceptions of administrative actions were grouped into thirteen variable clusters across the four priorities and subjected to a varimax rotated factor analysis. Six of the actions loaded at .6 or higher on the first factor (Table 2). The statement about lack of funds loaded below .5 on both factors. Although designed to reflect actions administrators take to allocate resources, the wording of this question was ambiguous, and the responses to the question could not be assumed to be linked to actions taken by administrators. For this reason, this action was not included in the final analysis.

Five of the statements concerning attitudes toward goals loaded over .5 on factor two. The statement concerning progress toward goals loaded minimally on this factor but with a high loading on factor one. These findings suggested that the statement about progress toward attainment of a goal was more strongly related to perception of administrative actions rather than to a particular attitude toward that goal. As a result, this statement was omitted from the second factor, and the remaining five statements, termed commitment to organizational goals formed the basis for the commitment index.

In addition to the factor analysis just described, the reliability and validity for the commitment index were examined in several other ways. First, the statements in the ADPI designed to assess attitudes toward goals were similar to statements in other instruments developed to measure organizational commitment (Mowday et al., 1982). Second, the internal consistency reliability estimate for the five statements was .94. Finally, item analyses (correlations between each item of the commitment index and the total score less the item) revealed positive correlations ranging from .59 to .77 suggesting that the five items were homogeneous with respect to the underlying attitude constructs they measured. A more complete discussion of development of the instrument as

Table 1 Items on the ADPI which reflect attitude orientations toward goal priorities and administrative actions directed toward achievement of goal priorities.

ATTITUDES TOWARD GOAL PRIORITIES

| No. on Questionnaire | Statement |
|---|---|
| 1 | A top priority for this district should be . . . |
| 4 | I have tried to convince others of the importance of. . . |
| 5 | I have actively supported efforts to promote. . . |
| 2 | I have changed some of my practices to support emphasis on. . . |
| 8 | I feel more positive about this priority than I did three years ago. . . |
| 9 | Progress has been made in achieving. . . |

ADMINISTRATIVE ACTION

| No. on Questionnaire | Statement | Administrative Action |
|---|---|---|
| 3 | Recruitment of new staff has been used to aid. . . | Hiring new staff |
| 6 | The results of evaluating outcomes of current practices have been used to strengthen. . . | Use of Evaluation |
| 7 | Reorganization (Creating new structures or changing existing ones) has been used to improve. . . | Reorganization |
| 10 | Formal planning procedures have been used to advance. . . | Planning |
| 11 | Staff development has been used to encourage. . . | Staff development |
| 12 | Lack of funds has hindered efforts to achieve. . . | Resource allocation |
| 13 | Staff has been reassigned to support emphasis on. . . | Reassignment of staff |

Table 2 Varimax rotated factor matrix for 13 variables computed across the four priorities

| Computed Statements for | Factor 1 (Administrative Action) | Factor 2 (Attitude toward goals) |
|---|---|---|
| Reassign staff | .814 | .286 |
| Staff development | .799 | .309 |
| Planning | .736 | .405 |
| Progress toward goals | .722 | .438 |
| Reorganization | .722 | .349 |
| Evaluation | .675 | .353 |
| Hiring new staff | .595 | .329 |
| Lack of funds | .477 | .470. |
| Willingness to support | .352 | .796 |
| Convince others | .325 | .794 |
| Change practices | .374 | .632 |
| Appropriateness of goals | .235 | .599 |
| More positive | .483 | .528 |

as well as a copy of the complete instrument is available in Stengel (1983).

Data Analysis Procedures

A multiple regression procedure was used as an assessment technique to determine the extent to which different variables contributed to commitment expressed by faculty toward the four goals, to evaluate the independent contribution of single variables or sets of variables, and to find relations and patterns in sets of complex multiple variables. The object of the analysis was to select a "best" set of predictors in order to explain variations in the commitment by using variables tht were significant both statistically and practically.

The multiple regression model, developed for each of the goals, reflected the study's conceptual model and permitted the use of zero-order, partial, and multiple correlations in assessing the utility of the conceptual model.

The overall regression model utilized the 6 step hierarchical procedure which permitted the assessment of the contribution to total variance of individual or sets of variables in a predetermined order. While a simultaneous entry procedure was used for variables in four of the six steps, the stepwise procedure was used within the model for two variable clusters (organizational involvement and perception of administrative actions) because neither theory nor previous research findings suggested which administrative action preceded other actions. Also, examination of zero-order corrrelations among the administrative action variables for each goal (see Appendix B-E) revealed the existence of multicollinearity. This problem was dealt with by limiting the variables incorporated into the adm inistrative action variable step of the final regression through the use of a parameter of $p < .05$ for the F-ratio on varibles entered at that time. Finally, the administrative action variables entered for each regression equation were only those six actions directd toward the achievement of that particular goal. For example, planning for student retention was only relevant to and entered for commitment to student retention.

The squared multiple correlation ($R^2$) for the model as a whole and for ecah of the variable clusters in the model was ascertained. The F-Ratio was used to determine the overall efficiency of the regression equation. The level of significance was set at $p < .05$.

Results and Discussion

Simple correlations of study variables are presented in Table 3 (see Appendix B-E for complete correlation matrices for all fourteen study variables for each of the four goals). Tables 4 - 7 display the results of the regression analysis for each of the four administrative goals.

The overall tests of these models were statistically significant

for commitment to all four goals. For the goal of serving new clientele, the predictor variables or variable clusters entering the equation accounted for 25% of the variance in commitment scores. For each of the other three goals, the explained variance in commitment scores was 29% for commitment to developmental education, 23% for commitment to student retention, and 25% for commitment to occupational education.

## Commitment and Personal Characteristics

Although there is evidence in the literature suggesting personal characteristics are more strongly related to organizational commitment than other variables, this was not the case for this study's investigation of faculty commitment to organizational goals (Table 3). None of the personal characteristics demonstrated a significant relationship with commitment to student retention. Only gender maintained a significant relationship with commitment to the other three goals when the effects of campus membership, age, and education were statistically controlled. This finding was consistent with several studies reported in the literature (Grusky, 1966; Hrebiniak & Alutto, 1972).

The absence of a significant relationship between age and commitment to any of the four goals deviates from findings in most studies which have generally found increased commitment to the organization among older employees. However, among scientists and engineers (Steers, 1977) and managers (Ritzer & Trice, 1969; Stevens, Beyer, & Trice, 1978), age was not significantly related to commitment. It may be that faculty at community colleges have attitudes more similar to scientists, engineers, and managers than to those individuals comprising the groups within which significant relationships were found. Also, age may interact with other variables affecting the influence age has both commitment to the organization and on commitment to specific organizational goals (Mowday et al., 1982).

Although an inverse relationship has generally been found between commitment and level of education, this was the case for only two of the four goals examined in this study--developmental education and occupational education (Table 4). However, these relationships were not significant when effects for campus location, age, and gender were statistically controlled. The study sample consisted of highly educated individuals; all but 3% were college graduates; close to 90% had earned graduate degrees. Although further education generally improves opportunities for alternative employment (Becker, 1960; Buchanan, 1974; Hall, 1976) thus reducing commitment to an organization, this was not the case among community college faculty in this study. Current fiscal constraints in academia and the subsequent limited opportunities for faculty mobility may have contributed to this result.

Table 3 Zero order correlations of study variables for commitment to four administratively defined goal priorities.

| Variables | Commitment to Goals | | | |
|---|---|---|---|---|
| | Serving New Clientele | Developmental Education | Student Retention | Occupational Education |
| Sex | .18** | 19** | .08 | .20** |
| Age | .03 | .02 | -.01 | .10 |
| Education | -.08 | -.12* | -.05 | -.13* |
| Tenure | -.04 | -.13* | -.01 | -.01 |
| Self-reported participation in organizational activities | .34*** | .28*** | .28*** | .31*** |
| Attendance at Staff development activities | .03 | .03 | -.05 | .03 |
| Administrative Action | | | | |
| - Staff Development | .35*** | .35*** | .32*** | .23*** |
| - Planning | .33*** | .39*** | .24*** | .32*** |
| - Reassigning Staff | .23*** | .29*** | .20*** | .22*** |
| - Hiring New Staff | .21** | .26*** | .21** | .18** |
| - Evaluating | .23*** | .25*** | .29*** | .20** |
| - Reorganization | .26*** | .33*** | .24*** | .27*** |
| Progress Toward Goal Achievement | .29*** | .44*** | .33*** | .32*** |

Note: Sex coded 1 for female; 0 for male

*p < .05
**p < .01
***p < .001

Table 4 Multiple regression of Commitment to Serving New Clientele on study variables N = 235.

| Step | Mode of Entry | Predictor variable categories and clusters | Cum $R^2$ | $r^2$ change | F-value multiple | F-value partial |
|---|---|---|---|---|---|---|
| 1 | Simul-taneous | Campus membership | .037 | - | 1.997 (4,230) | |
| 2 | Simul-taneous | Personal charac-teristics | .067 | .034 | 2.336 * (7,227) | 2.800 * (3,226) |
| 3. | Singular | Job characteristic | .069 | .001 | 2.047 * (8,226) | .089 |
| 4 | Stepwise | #1 Participation in organization-al activities | .174 | .106 | 5.251*** (9,225 | 28.862 *** (1,225) |
| | | #2 Attendance at District Staff development activities | .200 | .027 | 5.607*** (10,224) | 7.458 ** (1,224) |
| 5 | Stepwise | #1 Staff develop-ment | .237 | .037 | 6.298*** 11,223) | 10.756 ** |
| | | #2 Planning | .245 | .008 | 5.989*** (12,222) | 2.216 |
| 6 | Singular | Progress toward goal achievement | .255 | .006 | 5.371*** (13,221) | 1.700 |

*p < .05
**p < .01
***p < .001

Table 5 Multiple regression of Commitment to developmental education on study variables N = 235.

| Step | Mode of Entry | Predictor variable categories and clusters | Cum $R^2$ | $r^2$ change | F-value multiple | F-value partial |
|---|---|---|---|---|---|---|
| 1 | Simul-taneous | Campus membership | .013 | - | .729 (4,230) | - |
| 2 | Simul-taneous | Personal charac-teristics | .061 | .048 | 2.096 * (7,227) | 3.888 * (3,226) |
| 3. | Singular | Job characteristic | .075 | .014 | 2.291 * (8,226) | 3.489 |
| 4 | Stepwise | #1 Participation in organization al activities | .155 | .080 | 4.598*** (9,225 | 21.403 *** (1,225) |
| | | #2 Attendance at District Staff development activities | .172 | .016 | 4.637*** (10,224) | 4.367 * |
| 5 | Stepwise | #1 Staff develop-ment | .245 | .074 | 6.591*** 11,223) | 21.821 *** |
| | | #2 Planning | .252 | .006 | 6.222*** (12,222) | 1.885 |
| 6 | Singular | Progress toward goal achievement | .288 | .036 | 6.881*** (13,221) | 11.315*** |

*p < .05
**p < .01
***p < .001

Table 6 Multiple regression of Commitment to Student Retention on study variables N = 235.

| Step | Mode of Entry | Predictor variable categories and clusters | Cum $R^2$ | $r^2$ change | F-value multiple | F-value partial |
|---|---|---|---|---|---|---|
| 1 | Simul-taneous | Campus membership | .027 | - | 1.566 (4,230) | |
| 2 | Simul-taneous | Personal charac-teristics | .034 | .008 | 1.147 * (7,227) | .575 |
| 3. | Singular | Job characteristic | .034 | .000 | .999 (8,226) | .000 |
| 4 | Stepwise | #1 Participation in organization-al activities | .114 | .080 | 3.222 *** (9,225 | 20.318 *** |
| | | #2 Attendance at District Staff development activities | .164 | .050 | 4.403 *** (10,224) | 13.437 ** |
| 5 | Stepwise | #1 Staff develop-ment | .199 | .035 | 5.040 *** 11,223) | 9.70 ** |
| | | #2 Planning | .211 | .012 | 4.960 *** (12,222) | 3.462 |
| 6 | Singular | Progress toward goal achievement | .227 | .016 | 5.005 *** (13,221) | 4.581 * |

*p < .05
**p < .01
***p < .001

Table 7 Multiple regression of Commitment to Occupational Education on study variables. N = 235.

| Step | Mode of Entry | Predictor variable categories and clusters | Cum $R^2$ | $r^2$ change | F-value multiple | F-value partial |
|---|---|---|---|---|---|---|
| 1 | Simultaneous | Campus membership | .029 | - | 1.7156 (4,230) | - |
| 2 | Simultaneous | Personal characteristics | .080 | .051 | 2.835 ** (7,227) | 4.231 ** |
| 3. | Singular | Job characteristic | .081 | .001 | 2.473 * (8,226) | .025 |
| 4 | Stepwise | #1 Participation in organizational activities | .163 | .082 | 4.866 *** (9,225 | 22.159 *** |
| | | #2 Attendance at District Staff development activities | .182 | .019 | 4.998 *** (10,224) | 5.338 * |
| 5 | Stepwise | #1 Staff development | .233 | .050 | 6.143 *** 11,223) | 14.569 *** |
| 6 | Singular | Progress toward goal achievement | .246 | .014 | 6.040 *** (12,222) | 3.994 * |

*p < .05
**p < .01
***p < .001

## Commitment and Tenure

Also absent was the positive relationship between tenure and commitment reported in the literature. Although a significant zero-order relationship was found for one goal, it was not in the expected direction (Table 3). In addition, this relationship did not remain significant when effects of campus membership and personal characteristics were statistically controlled. Although this is inconsistent with findings reported in several other studies, knowledge of this particular study sample from the literacy project's final report provides insight into this discrepancy (Richardson et al., 1982). A special effort was made by the district to hire faculty who expressed commitment to and were prepared to implement administratively defined priorities. From 1977 on, faculty members were selected because they were willing to work with developmental students. This very focused type of recruitment meant that if new hires could be takne at their word, they were strongly committed to developmental education programs. The significant zero-order relationship between tenure and commitment to developmental education appears to substantiate these findings. However, new faculty may also be younger faculty confounding the relationship between tenure and commitment to this goal. In addition, these new hires may not have been in sufficient numbers for the significant inverse relationship to have been sustained.

Findings from a study by Stevens, Beyer, and Trice (1978) may shed light on another factor influencing this finding. In their study, two types of tenure were examined: years in current position and years in the organization. They found a negative relationship between commitment and position tenure and concluded that although positive benefits accrue with longevity in the organization, negative perceptions of career stagnation may concurrently develop and ultimately cancel the tenure-in-organization benefits. The absence of professional development opportunities for faculty in community colleges has been noted as a problem for more than two decades.

## Commitment and Organizationa Involvement

The variable that contributed the most to the explained variance for each goal was self-reported pariticpation in organizational activities. It alone accounted for 11% of the variance for CSN and 8% of the variance for each of the other goals.

Attendance at district staff development activities also contributed significantly to the explained variation for commitment to all of the goals, and when combined with self-reported participation in organizational activity, increased the percentage of explained variance from organizational involvement to 14% for CSN, 10% for CDE, 13% for CSR, and 10% for COE.

Several processes may have contributed to these phenomena. Research findings have established a positive relationship between commitment to the organization and interaction with co-workers (Buchanan, 1974: Lee, 1971; Sheldon, 1971; Steers, 1977). The social interaction provides settings

in which visible and irrevocable actions may be performed. According to Salancik (1977), these actions bind individuals to subsequent behavior. Actions performed within social settings have been shown to promote commitment to the organization (Kanter, 1968; Steers & Porter, 1979). Involvement in the organization through participation in committees, task forces, and staff development activities may provide a mileau in which participants publicly and irreversibly demonstrate their support for organizational goals. Thus, when individuals participate, they are committing themselves.

The literature also suggests a strong positive relationship between job involvement and commitment (Duben, Chapoux, & Porter, 1975). One explanation for this association is that a person who is involved in his work has been successfully socialized for this role through involvement in organizational activities (Lodahl & Kejner, 1965). The length of tenure for the faculty in the present study was less than for faculty in the same district who did not respond to the survey (Stengel, 1983) suggesting that involvement in organizational activities may have been an aspect of the socialization process and ultimately contributed to the level of commitment.

Findings from the Literacy Research Report (Richardson et al., 1982) also lend support for this explanation as faculty who participated in activities designed to promote achievement of particular goal were those who were committed to that goal. Researchers observed that faculty participating in staff development activities designed to promote developmental education. Rather, these involved faculty developed the program, taught in it and participated in advising efforts to promote it. By identifying with the program, a faculty member's individual and personal goals linked with organizational goals, increasing integration and congruency between them and subsequently increasing commitment (Hall et al., 1970; Sheldon, 1971).

Commitment to each of the organizational goals in this study, may have resulted from the process of goal integration or the socialization process, or faculty already committed to the goals mayhave been involved in staff development activities to promote them. A completely satisfactory explanation is not possible without further research. However, the strength of the relationship of the two variables with commitment to each of the four goals, ranging from $R^2 = .09$ to $R^2 = .13$ indicated that involvement in the organization was as important in explaining commitment to organizational goals for faculty in this study as it had been in explaining commitment to organizatgions in general.

However, when effects for perception of administrative actions were controlled, the proportiuon of explained variance attributed to organizational involvement dropped considerably from 13% to 7% for CSN, 10% to 3% for CDE, 13% to 7% for CSR, and 10% to 6% for COE. These findings, indicating interaction among these variables, are discussed more fully in the next section.

## Commitment and Perception of Administrative Actions

All administrative actions had moderate to strong positive zero-order correlations with corresponding goals (Table 3). Thus a tentative con-

clusion was that the role of an administrator in developing commitment was broader than previously defined and should be expanded to include actions and behaviors other than these of an interpersonal nature. An explanation may be found in the behavioral perspective of organizational commitment (Steers & Porter, 1979; Staw, 1977). Perceiving administrators acting in ways to promote goal achievement may be as important in promoting commitment in subordinates as the actions individuals take themselves. Observing others, especially those in a leadership position, behaving in ways that are comm9itting may promote one's own commitment.

Analysis to determine which action was most important in the commitment process for each goal was hampered by the multicollinearity among the six administrative action variables of between .44 to .71. Also, only selected actions reached significant partial correlations for each goal: staff development and planning for CSN, planning for CDE and COE, and evaluation for CSR.

There were several explanations for these findings. Faculty members perceiving administrators using a variety of actions to pursue achievement of one organizational goal may have perceived the use of other administrative actions. For instance, involvement in the planning process to achieve the goal of occupational education may have increased awareness of structural changes in the organization implemented to achieve this goal. These findings also suggested that while administrative actions to achieve a particular goal contribute significantly to faculty commitment to that goal, some actions were more important than others. One explanation may involve the visibility of actions. For instance, the opportunity for faculty to perceive administrators hiring new staff or reassigning staff may be limited by the processes through which such actions are taken. Both planning and staff development, because they promote involvement of organization members, are more likely to be visible to faculty members whereas hiring new staff or reassigning staff can occur with limited faculty involvement.

Another explanation can be found in the report of the Literacy Research Project which indicated that the mode for achieving each priority was different. Certain administrative actions were emphasized in relation to one goal while others were emphasized for another. For instance, planning was emphasized for both developmental education and occupational education through the use of broadly based task forces representing both faculty members and administrators from across the district.

A crucial element in a faculty member's perception of administrative actions may be the extent of involvement in organizational activities exposing him directly or indirectly to actions administrators take to achieve goals. The importance of organizational involvement in this process was evidenced by the decrease in the relationship between perception of administrative actions and commitment to each goal when effects of organizational involvement were controlled. Although remaining significant, the proportion of explained variance attributed to perception of administrative actions

A crucial element in a faculty member's perception of administrative actions may be the extent of involvement in organizational activities exposing him directly or indirectly to actions administrators take to achieve goals. The importance of organizational involvement in this process was evidenced by the decrease in the relationship between perception of administrative actions and commitment to each goal when effects of organizational involvement were controlled. Although remaining significant, the proportion of explained variance attributed to perception of administrative actions dropped from 12% to 4% for CSR; 15% to 8% for CDE; 11% to 5% for CSR, and 10% to 5% for COE. These findings suggest another phenomena in the commitment process as important as organizational involvement. A faculty member's perception of staff development, plannibng and evaluation, irregardless of his involvement in them, contributes significantly to his level of commitment. Just the existence of staff development activities, even to a faculty member not participating in them, is significantly associated with commitment to organizational goals.

However, a drop in explained variance attributed to organizational involvement when effects for administrative actions were controlled indicated that the interaction among these variables was an important component in explaining commitment. Because of the cross sectional nature of the study, it was impossible to determine the extent to which one set of variables affected the other. Nevertheless, the two sets of variables, individually and acting together, were significantly related to commitment to each of the goal priorities.

## Commitment and Perceived Progress Toward Goal Attainment

One of the most interesting findings of this study was the relationship between commitment to each goal and the perceived progress toward goal achievement. Entered last into the regression equation, thus statistically controlling for effects of all other variables, it accounted for almost 4% of the explained variance in CDE, 2% of the explained variance in CSR, and 1.5% of the explained variation in COE. Although the amount of variance accounted for was low, these findings seem important from two perspectives. (1) The zero-order correlations for perceived progress with these three goals were the highest of any of the study variables indicating that improving perceptions of progress toward achieving a goal may have a powerful influence on developing commitment. (2) Removing the effects which might contribute to observed progress (involvement in organizations and perception of administrative actions) does not diminish its significance.

## Conclusions and Implications

Faculty members who demonstrated the highest commitment to any of the four goals were involved in organizational activities and attended district staff development activities. For three of the four goals, CSN, CDE, and COE, committed faculty members were more likely to be female. In addition, faculty members commited to developmental education, student retention, and occupational education perceived progress being made toward achieving these

these goals. Committed faculty perceived administrators using particular actions to achieve specific goals: staff development for implementing the goal of serving new students; planning for achieving goals related to developmental education and occupational education; and evaluation for increasing student retention.

The importance of administrative behavior in the process of commitment to the organization has only recently received attention (Morris & Sherman, 1981). The present study suggests that administrative actions directed toward achieving specific goals are statistically important variables. Inclusion of them in a theoretical model of commitment to organizations would aid in explaining variances.

Factors which promote faculty perception of administrative actions merit further investigation. One such factor which emerged in this study was participation in organizational activities. The three actions of planning, staff development, and evaluation which promote involvement were the most important when contributions of other variables were statistically controlled. Likewise, interpersonal behavior of administrators not considered in this study, may be an important influence on a faculty member's perception of administrative actions as well as involvement in organizational activities.

Similarities among the variables which surfaced as significant in the test of the study's conceptual model for each goal suggest that variables contributing to commitment to one goal were not dissimilar from those that contributed to commitment to other goals. Thus the process of commitment to one organizational goal may not be different for other organizational goals, and commitment to several goals may, in fact, constitute commitment to the organization. However, the absence of a relationship between commitment to any of the goals and the variables of age, education,and tenure might suggest that commitment to organizational goals and commitment to organizations in general are two separate phenomena. Theory building in organizational commitment needs to determine the differeneces, if any, between these two types of commitment in order to determine if a theoretical framework for one is applicable to the other.

Several implications for administrators of post secondary institutions emerged from the findings. Increasing opportunities for faculty to observe administrators promoting goal achievement may be one important strategy for building commitment. The significant relationship between specific actions and specific goals suggests that targeting actions to goals does not go unnoticed by faculty and does contribute to their commitment. The administrative actions which surfaced as most significant in this study, planning staff development, and evaluation seem most useful. Not only do they promote faculty involvement, but even more important, their very existence appears to contribute significantly to commitment to goals even when faculty are not involved in staff development or serving on college or district committees. This is not to suggest that administrators should confine themselves only to these three actions. However, it is these visible or

more readily perceived administrative actions which appear, from the findings of this study to be the most important in explaining faculty commitment to organization goals.

The relationship between involvement in organizational activities and commitment suggest expanding opportunities for faculty participation in the organization. Orientation programs for new faculty stressing colleague interaction and development of strong peer groups to foster the socialization process could be helpful. Involving faculty in planning and in implementing district and campus staff development programs are other ways to expand faculty involvement. Identifying those who are highly committed to a particular goal and involving them with their colleagues to facilitate goal achievement may also be an important strategy.

The positive relationship .between perceived progress toward a goal and commitment suggest the importance of monitoring and communicating to faculty the degree of goal attainment. Improving the saliency of progress as well as making progress affects commitment. Encouraging interaction and improving communications among faculty members and between faculty members and adminstrators may also be useful approaches.

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# APPENDIX A

## ATTITUDES TOWARD DISTRICT PRIORITIES

The following priorities have been identified as important to the District during the last three years:

SERVICING NEW CLIENTELE: Attracting new clientele and responding to their needs.
DEVELOPMENTAL EDUCATION: Strengthening basic skills for underprepared students.
STUDENT RETENTION: Keeping students in school.
OCCUPATIONAL EDUCATION: Preparing students for entry level jobs or improving skills for those already employed.

| STATEMENTS (Indicate your response to each statement by placing a check in the appropriate column for each priority) | PRIORITIES: SERVING NEW CLIENTELE | | | | | DEVELOPMENTAL EDUCATION | | | | | STUDENT RETENTION | | | | | OCCUPATIONAL EDUCATION | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | STRONGLY AGREE | AGREE | UNDECIDED | DISAGREE | STRONGLY DISAGREE | STRONGLY AGREE | AGREE | UNDECIDED | DISAGREE | STRONGLY DISAGREE | STRONGLY AGREE | AGREE | UNDECIDED | DISAGREE | STRONGLY DISAGREE | STRONGLY AGREE | AGREE | UNDECIDED | DISAGREE | STRONGLY DISAGREE |
| 1. A top priority for this District should be | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. I have changed some of my practices to support emphasis on | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. Recruitment of new staff has been used to aid | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. I have tried to convince others of the importance of | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. I have actively supported efforts to promote | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. The results of evaluating outcomes of current practices have been used to strengthen | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. Reorganization (creating new structures or changing existing ones) has been used to improve | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. I feel more positive about this priority than I did three years ago | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. Progress has been made in achieving | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. Formal planning procedures have been used to advance | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. Staff development has been used to encourage | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. A lack of funds has hindered efforts to achieve | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. Staff has been reassigned to support emphasis on | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**PARTICIPATION INFORMATION:** Check the appropriate boxes if you have participated in any of the following in the past two years.

COMMITTEES

☐ District Standing Committees; ☐ District Task Forces; ☐ College Standing Committees; ☐ College Task Forces;

☐ Other (please specify) _____

DISTRICT OR COLLEGE SPONSORED ACTIVITIES

☐ Seminars; ☐ Workshops; ☐ Conferences; ☐ Training Sessions;

☐ Other (please specify) _____

Descriptive statistics and correlations of study variables for commitment to serving new students for total sample (N = 235).

| | Variable | $\bar{x}$ | S.D. | Correlation | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | Administrative Actions | | | | | | | | | | | | | | | | | |
| 1 | Hiring New Staff | 2.54 | 1.51 | 1.000 | | | | | | | | | | | | | | |
| 2 | Evaluation | 2.66 | 1.46 | .568*** | 1.000 | | | | | | | | | | | | | |
| 3 | Reorganization | 2.60 | 1.51 | .509*** | .614*** | 1.000 | | | | | | | | | | | | |
| 4 | Planning | 2.86 | 1.53 | .481*** | .531*** | .586*** | 1.000 | | | | | | | | | | | |
| 5 | Staff Development | 2.93 | 1.59 | .549*** | .635*** | .657*** | .631*** | 1.000 | | | | | | | | | | |
| 6 | Lack of Funds | 3.05 | 1.70 | .340*** | .425*** | .473*** | .481*** | .480*** | 1.000 | | | | | | | | | |
| 7 | Reassign Staff | 2.56 | 1.46 | .649*** | .569*** | .619*** | .658*** | .658*** | .521*** | 1.000 | | | | | | | | |
| 8 | Progress toward goal achievement | 2.86 | 1.52 | .559*** | .655*** | .539*** | .551*** | .613*** | .490*** | .572*** | 1.000 | | | | | | | |
| 9 | Participation in Dist.Staff Develop. | 1.24 | 2.52 | -.038 | -.080 | -.047 | .022 | .134* | .010 | -.065 | .009 | 1.000 | | | | | | |
| 10 | Participation in Organizational Activity | 2.84 | 2.02 | .212** | .211** | .209** | .325*** | .379*** | .338*** | .260*** | .273*** | .406*** | 1.000 | | | | | |
| 11 | Education | 18.09 | 3.08 | -.081 | -.077 | -.103 | -.039 | -.048 | -.139* | -.067 | -.104 | .036 | -.001 | 1.000 | | | | |
| 12 | Age | 49.09 | 9.96 | -.071 | -.067 | -.041 | -.056 | -.054 | -.146* | .055 | -.061 | -.033 | .009 | -.234*** | 1.000 | | | |
| 13 | Tenure | 11.50 | 6.83 | -.070 | -.067 | -.104 | -.035 | -.105 | -.036 | -.009 | -.012 | -.043 | .091 | -.069 | .434*** | 1.000 | | |
| 14 | Sex | .43 | .50 | -.038 | .021 | .038 | -.025 | .122 | .012* | -.025 | -.005 | .139* | .102 | .031 | -.013 | -.149* | 1.000 | |
| 15 | Commitment to Serving New Students | 3.69 | 1.04 | .209** | .226*** | .256*** | .331*** | .345*** | .280*** | .229*** | .290*** | .028 | .340*** | -.076 | .026 | -.037 | .179** | 1.000 |

Note: Age, tenure and education reported in years.

* $p < .05$
** $p < .01$
*** $p < .001$

APPENDIX B

Descriptive statistics and correlations of study variables for commitment to developmental education for total sample (N = 235).

| | Variable | $\bar{x}$ | S.D. | Correlation | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | Administrative Actions | | | | | | | | | | | | | | | | | |
| 1 | Hiring New Staff | 2.60 | 1.54 | 1.000 | | | | | | | | | | | | | | |
| 2 | Evaluation | 2.80 | 1.45 | .494*** | 1.000 | | | | | | | | | | | | | |
| 3 | Reorganization | 2.70 | 1.57 | .487*** | .579*** | 1.000 | | | | | | | | | | | | |
| 4 | Planning | 2.91 | 1.58 | .572*** | .644*** | .661*** | 1.000 | | | | | | | | | | | |
| 5 | Staff Development | 3.06 | 1.62 | .508*** | .578*** | .614*** | .691*** | 1.000 | | | | | | | | | | |
| 6 | Lack of Funds | 3.03 | 1.67 | .310*** | .322*** | .400*** | .421*** | .385*** | 1.000 | | | | | | | | | |
| 7 | Reassign Staff | 2.77 | 1.58 | .614*** | .565*** | .649*** | .704*** | .666*** | .369*** | 1.000 | | | | | | | | |
| 8 | Progress toward goal achievement | 2.98 | 1.44 | .476*** | .589*** | .570*** | .690*** | .655*** | .360*** | .635*** | 1.000 | | | | | | | |
| 9 | Participation in Dist. Staff Development | 1.24 | 2.52 | -.020 | -.013 | -.017 | .053 | .083 | .072 | .025 | .058 | 1.000 | | | | | | |
| 10 | Participation in Organizational Activity | 2.84 | 2.02 | .156* | .211** | .230*** | .322*** | .339*** | .251*** | .307*** | .242*** | .406*** | 1.000 | | | | | |
| 11 | Education | 18.07 | 3.09 | -.061 | -.037 | -.080 | -.097 | -.132* | -.062 | -.094 | -.130* | .036 | -.001 | 1.000 | | | | |
| 12 | Age | 49.09 | 9.96 | -.091 | -.076 | -.046 | -.091 | .073 | -.104 | .095 | -.123* | -.033 | .009 | -.234*** | 1.000 | | | |
| 13 | Tenure | 11.50 | 6.83 | -.121* | -.057** | -.120 | -.070 | -.084 | -.049 | -.059 | -.197** | -.043 | .091 | -.069 | .434*** | 1.000 | | |
| 14 | Sex | .43 | .50 | .04 | .57 | .037 | .068 | .027 | .062 | .008 | .039 | -.139* | .102 | .031 | -.013 | -.149* | 1.000 | |
| 15 | Commitment to Developmental Educ. | 3.58 | 1.09 | .261*** | .251*** | .326*** | .387*** | .347*** | .342*** | .292*** | .437*** | .034 | .282*** | -.122* | .018 | -.132* | .187** | 1.000 |

Note: Age, tenure and education reported in years.

* $p < .05$
** $p < .01$
*** $p < .001$

Descriptive statistics and correlations of study variables for commitment to student retention for total sample (N = 235).

| | Variable | $\bar{x}$ | S.D. | Correlation | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | Administrative Actions | | | | | | | | | | | | | | | | | |
| 1 | Hiring New Staff | 2.33 | 1.42 | 1.000 | | | | | | | | | | | | | | |
| 2 | Evaluation | 2.78 | 1.51 | .441*** | 1.000 | | | | | | | | | | | | | |
| 3 | Reorganization | 2.60 | 1.52 | .490*** | .668*** | 1.000 | | | | | | | | | | | | |
| 4 | Planning | 2.76 | 1.54 | .515*** | .685*** | .691*** | 1.000 | | | | | | | | | | | |
| 5 | Staff Development | 3.01 | 1.53 | .425*** | .505*** | .525*** | .554*** | 1.000 | | | | | | | | | | |
| 6 | Lack of Funds | 3.00 | 1.62 | .280*** | .366*** | .398*** | .426*** | .414*** | 1.000 | | | | | | | | | |
| 7 | Reassign Staff | 2.40 | 1.43 | .538*** | .548*** | .597*** | .642*** | .594*** | .468*** | 1.000 | | | | | | | | |
| 8 | Progress toward goal achievement | 2.85 | 1.44 | .448*** | .628*** | .601*** | .731*** | .489*** | .422*** | .570*** | 1.000 | | | | | | | |
| 9 | Participation in Dist. Staff Development | 1.24 | 2.52 | -.117 | -.087 | -.116* | -.080 | .088 | .002 | -.059 | -.051 | 1.000 | | | | | | |
| 10 | Participation in Organizational Activity | 2.84 | 2.02 | .051 | .185** | .095 | .210** | .354*** | .263*** | .182** | .229*** | .406*** | 1.000 | | | | | |
| 11 | Education | 18.07 | 3.09 | -.125* | -.117* | -.094 | .090 | -.078 | -.072 | -.069 | -.090 | .036 | -.001 | 1.000 | | | | |
| 12 | Age | 49.09 | 9.96 | -.074 | -.070 | -.086 | -.095 | -.106 | .181** | -.120 | -.114* | -.033 | .009 | -.234*** | 1.000 | | | |
| 13 | Tenure | 11.50 | 6.83 | -.094 | -.097 | -.094 | -.005 | -.123* | .019 | -.080 | -.071 | -.043 | .091 | -.069 | .434*** | 1.000 | | |
| 14 | Sex | .43 | .50 | -.056 | .056 | .005 | .010 | .035 | .014 | .004 | .035 | .139* | .102 | .031 | -.013 | -.149* | 1.000 | |
| 15 | Commitment to student retention | 3.95 | .98 | .214*** | .289*** | .240*** | .266*** | .315*** | .303*** | .204*** | .331*** | -.054 | .284*** | -.045 | -.003 | -.012 | .083 | 1.000 |

Note: Age, tenure and education reported in years.

* $p < .05$
** $p < .01$
*** $p < .001$

APPENDIX D

Descriptive statistics and correlations of study variables for commitment to occupational education for total sample (N = 235).

| | Variable | $\bar{x}$ | S.D. | Correlation | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | Administrative Actions | | | | | | | | | | | | | | | | | |
| 1 | Hiring New Staff | 2.64 | 1.62 | 1.000 | | | | | | | | | | | | | | |
| 2 | Evaluation | 2.77 | 1.52 | .607*** | 1.000 | | | | | | | | | | | | | |
| 3 | Reorganization | 2.59 | 1.57 | .489*** | .651*** | 1.000 | | | | | | | | | | | | |
| 4 | Planning | 2.96 | 1.60 | .463*** | .558*** | .661*** | 1.000 | | | | | | | | | | | |
| 5 | Staff Development | 2.95 | 1.59 | .554*** | .593*** | .616*** | .657*** | 1.000 | | | | | | | | | | |
| 6 | Lack of Funds | 3.03 | 1.69 | .318*** | .350*** | .420*** | .408*** | .448*** | 1.000 | | | | | | | | | |
| 7 | Reassign Staff | 2.53 | 1.51 | .622*** | .635*** | .708*** | .558*** | .710*** | .372*** | 1.000 | | | | | | | | |
| 8 | Progress toward goal achievement | 2.92 | 1.53 | .497*** | .577*** | .665*** | .663*** | .625*** | .397*** | .630*** | 1.000 | | | | | | | |
| 9 | Participation in Dist. Staff Development | 1.24 | 2.52 | -.046 | -.012 | -.018 | .121 | .129 | .094 | -.058 | .003 | 1.000 | | | | | | |
| 10 | Participation in Organizational Activity | 2.84 | 2.02 | .195** | .248*** | .200** | .273*** | .340*** | .296*** | .260*** | .250*** | .406*** | 1.000 | | | | | |
| 11 | Education | 18.07 | 3.09 | -.044 | .027 | -.116* | -.109* | -.085 | -.138* | -.085 | -.151** | .036 | -.001 | 1.000 | | | | |
| 12 | Age | 49.09 | 9.96 | -.038 | -.139* | -.038 | -.105 | -.078 | -.106 | -.087 | -.078 | -.033 | .009 | -.234*** | 1.000 | | | |
| 13 | Tenure | 11.50 | 6.83 | -.035 | -.044 | -.040 | -.003 | -.054 | -.026 | -.042 | -.031 | -.043 | .091 | -.069 | .434** | 1.000 | | |
| 14 | Sex | .43 | .50 | -.055 | .006 | .076 | .035 | .109* | .021 | .053 | -.008 | .139* | .102 | .031 | -.013 | -.149* | 1.000 | |
| 15 | Commitment to Occupational Education | 3.88 | 1.03 | .177** | .196** | .273*** | .320*** | .230*** | .360*** | .219*** | .322*** | .032 | .313*** | -.127* | .085 | -.007 | .195** | 1.000 |

Note: Age, tenure and education reported in years.

* $p < .05$
** $p < .01$
*** $p < .001$

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